

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005
Desert Hills Intermediate School—Washington County School District

Target Group: All 7th Grade Students

Target Group Goals: Annual Needs Assessment indicated students need the most help with career exploration and how it relates to life expectations. Personality Type and Learning Styles are important, but not well understood variables.

INTENDED STUDENT BEHAVIOR

Increase student understanding of their Personality Types and Learning Styles and how they affect career selection and can increase school achievement

IDENTIFY THE UTAH CGP STUDENT OUTCOME OR THE DESIRED RESULT
FOR STUDENT LEARNING

(Standard Ten-CGP) Students will be able to articulate their Personality Type and their Learning Style, how they relate to career selection/satisfaction and enhance academic success. Students will become more enthused about their education because they will be working towards careers that appeal to them.

ACTIVITIES TO BE DELIVERED IN WHAT MANNER?

1. Personality Inventory and lessons on related careers
2. Learning Style Inventory and lessons on how to apply it to homework and studying
3. Homework assignment applying Learning Style activities to current homework
4. Bar graph of Talents and Interests created with parental input
5. In-service advisory teachers in facilitating student conducted SEOPs
6. Make sure inventory information is transferred over to the TLC lesson folder for SEOP preparation
7. Survey students—pre and post deliverance of lessons
8. Survey advisory teachers, post SEOP conferences for retention
9. SEOPs conducted by advisory teachers

RESOURCES/STAFF DEVELOPMENT NEEDED

1. Personality Inventories—Movie and handouts
2. Learning Style Inventories, posters, and MIT activity ideas
3. TLC folder
4. Values worksheet
5. Talents and Interests worksheet
6. Examples of completed SEOP cards for in-servicing teachers
7. Questionnaire for student understanding before and after teaching lesson
8. Survey of advisory teachers on student retention and use of material

EVALUATION METHODS

1. Pre and post-tests evaluating understanding of Personality Types and Learning Styles

2. Follow-up surveys after SEOP conferences held 3 months later
3. Advisory teacher's subjective, informal opinion on student retention and ability to explain the material to the parent

START/END DATES September 2004—March 2005

PROJECTED # OF STUDENTS IMPACTED—All 7th Grade students

COUNSELOR—Mrs. Farol Limb

TARGET GROUP—Underachieving or unmotivated 7th Grade students who lack a vision or excitement for a career; students who lack learning skills that would help them overcome weaknesses and develop strengths.

CURRICULUM AND MATERIALS USED

1. TLC lessons and materials that teach Personality Types and Learning Styles; Talents and Interests worksheet
2. Video and inventory on Personality Types
3. Multiple Intelligence Test and Activity Ideas
4. TLC folders and SEOP cards, folders

START DATE, END DATE—August 2004, through April 2005

PROCESS DATA—428 Students enrolled in April 2005. One trimester of students surveyed on lesson days. All 7th grade students surveyed 4 months later for long-term retention and meaningfulness.

PERCEPTION DATA—(Data sheet included)

RESULTS DATA--(Data sheet included)

IMPLICATIONS

1. Students understand the material on a surface level, but lack long-term application or an understanding of how they can use it to enhance their current studies.
2. Question #5, asking students what they learned, gave few indications that the lessons were meaningful.
3. Few advisory teachers take the opportunity to "celebrate" the student in guiding him/her to career choices that inspire her/him in school
4. I need to create more applications for the material in the lessons
5. Using fewer and better trained advisory teachers for SEOPs may enhance student learning and applications
6. If the student understood the material, she/he would be more focused in school, retain more academic information, more able to select courses that would prepare him/her for possible careers, and stimulate interest in researching possible careers.



Principal's Signature

6/6/05
Date

none
Date of Staff Presentation

Fard Link
Prepared By

Student Questions	Before-Yes	After-Yes	Change
1. Describe the Personality Types	47/102--46%	60/62--97%	Up 51%
2. Describe the Learning Styles	34/102--33%	55/62--89%	Up 56%
3. Understand how PTs & LSs Influence career satisfaction	63/102--62%	54/62--87%	Up 25%
4. Know own PT and LS	60/102--59%	61/62--98%	Up 39%
5. Learning about careers affect me at school now	various	various	

Note: Not all students had time
to fill out the survey at the end
of class.

Advisory Teacher Survey-Retention

Questions--Scale of 1 to 3

	Value
1. Remember Learning Style	1.6
2. LS affects them academically	1.4
3. LS affects career choices	1.3
4. Remember Personality Type	1.7
5. PT affects them academically	1.3
6. PT affects career choices	1.4

Personality Types and Learning Styles—Career Exploration

(Answer "Yes" or "No" on 1-4)

1. I can identify and describe the personality types.
2. I can identify and describe the learning styles.
3. I understand how personality types and learning styles influence career satisfaction.
4. I know my own personality type and learning style.
5. How does learning about careers affect me at school now?

Evaluating Career Lesson Retention/Applicability

All 7th grade students had the opportunity to learn their personal Learning Styles and Personality Type, and how they apply to education and career choices. These were recorded on the blue and white folders so they could transfer that information to their SEC cards. Please answer the following questions with a number, not a check mark.

1=didn't know/remember 2=recalled with prompt 3=knew, could define it

In your opinion, on a scale of 1-3, were your students able to:

1. Remember their personal Learning Style _____
2. Relate how it affects them academically _____
3. Describe how it affects their career choices _____

4. Remember their Personality Type _____
5. Relate how it affects them academically _____
6. Describe how it affects their career choices _____

I don't know because we didn't use it for the SEOP _____ (Check if appropriate.)

Please return this to Mrs. Limb's box. I need the data for my Closing the Gap Project.

Thank you for taking the time,

Farol

Utah CGP—Closing the Gap
Action Plan (Small Group) 2004-2005
Desert Hills Intermediate School
Washington County School District

Target Group: Students that are having friend conflicts or are being bullied.
Goals: Eliminate fears or distractions, stemming from student conflicts that affect academic performance and teach communication skills through peaceful conflict resolution.

INTENDED STUDENT BEHAVIOR:

1. Communication--Students will be able to work through conflicts with other students with the help of students trained in mediation—Peer Mediators.
2. Problem Solving--Students will understand that if they cause a problem for someone else, they will need to find a way to fix it.
3. Self-discipline and respect for others—Students will treat others with respect.

IDENTIFY THE UTAH CGP STUDENT OUTCOME OR THE DESIRED RESULT FOR STUDENT LEARNING:

1. Respect for self and others
2. Assertive problem solving to avoid violence and/or victimization.

GUIDANCE ACTIVITIES AND INTERVENTIONS

1. Introduce Peer Mediation to incoming 7th graders in introductory presentations
2. Organize and carry out voting selection of Peer Mediators (PMTs)
3. Train PMTs in Advisory classes—daily
4. Schedule mediations after consulting with participants
5. Follow-up conferencing with PMTs and participants to determine effectiveness
6. Consult with administration, as needed
7. Keep record of contracts between participants
8. Create a video on bullying to present to entire student body

RESOURCES/STAFF DEVELOPMENT NEEDED

1. In-service staff in faculty meeting
2. Advisory training room, folders, handouts, showcase materials
3. Money for PMT shirts, ties, snacks

EVALUATION METHOD

1. Check each Conflict Resolution Report Form for adequate contractual agreements.
2. Informal follow-up consultation with participants
3. Participants' End of the Year Surveys for contract efficacy and opinions
4. Informal query of Vice Principal

START/END DATES: October 2004—May 2005

PROJECTED # OF STUDENTS IMPACTED: All 7th grade students are at least nominally impacted because it sends the message to students that bullying is not acceptable behavior at our school and if a student(s) causes a problem for another student, he or she will be required to fix it.

COUNSELOR: MRS. FAROL LIMB

TARGET GROUP: Students that are being bullied or bullying others, students that are experiencing Relational Aggression (girl wars), and are having difficulty concentrating on school because of the problem(s).

CURRICULUM AND MATERIALS

1. Purchased conflict resolution training materials
2. Ties and shirts for student recognition
3. Pictures of PMTs for showcase in lunchroom, showcase décor
4. Video and skit on bullying, written by students—taped at Dixie Middle School

START DATE—END DATE

We started in September 2004, and finished up the middle of May, 2005.

PROCESS DATA: NUMBER OF STUDENTS AFFECTED—Twenty-three 7th grade students involved in 16 separate incidents. (Some participants were 6th graders)

PERCEPTION DATA: (See data sheet)

RESULTS DATA: (See data sheet) Only one of sixteen contracts needed to be remediated for a better contract.

IMPLICATIONS:

1. Not enough students are taking advantage of the service. This is the first year for these students.
2. Those that participated felt it was worthwhile
3. Students that participated are better able to get along with others and work through problems
4. Contracts were good deterrents for anti-social behavior
5. PMTs received good leadership training
6. PMTs helped bullies be more aware of victims feelings
7. PMTs helped victims be more assertive
8. Students can effectively help other students solve student-to-student conflicts.


Principal's Signature

6/6/05
Date

May 13, 2005
Date of Staff Presentation

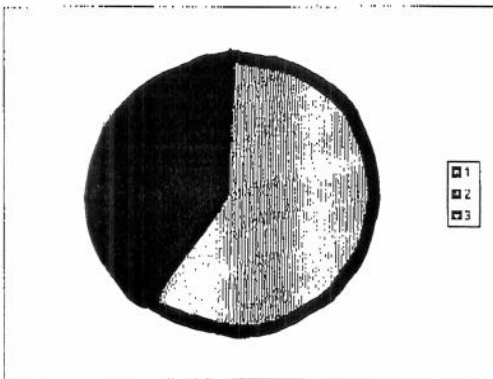
Farid Limb
Prepared By

Survey Questions

	Def. Yes	Acceptable	Def. No
Solve it?	60%	40%	0%
PMTs fair & respectful?	85%	15%	0%
Use It again?	40%	55%	5%

Twenty Students Surveyed

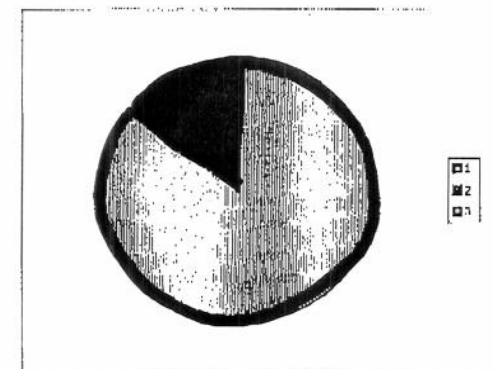
Data Summary: 100% students were able to successfully solve the problem
100% of the students felt the process was fair and respectful
95% would use the process again



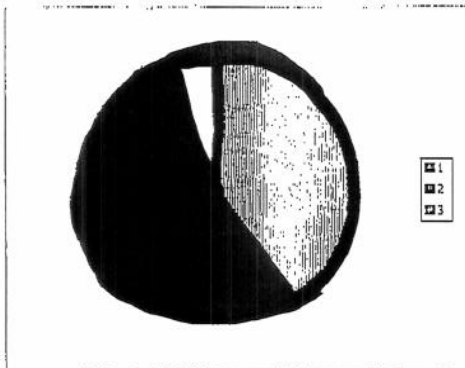
Yes = Grey
Acceptable + Black
No = White

19 of 20 had written positive comments

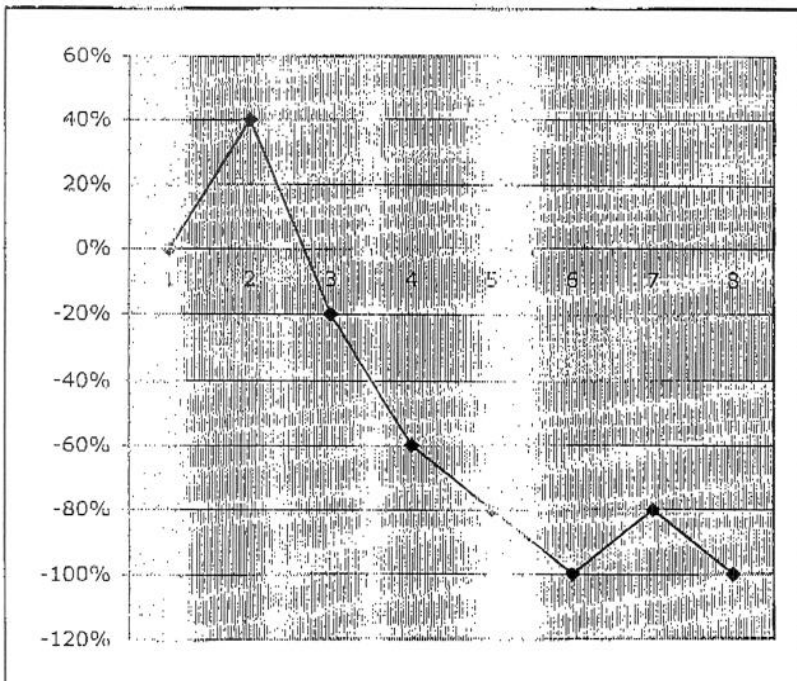
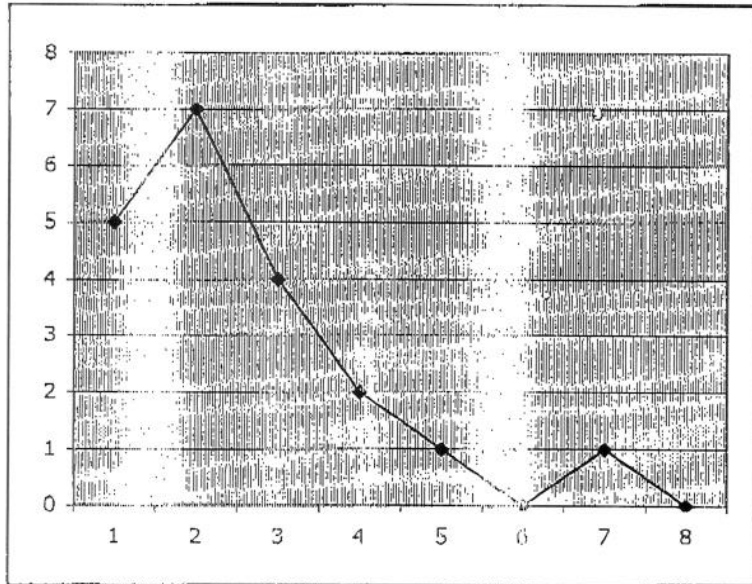
7 of 20 listed drawbacks



6 of 20 listed alternative solutions



Month	No. of Conflicts	Change
October	5	0%
November	7	40%
December	4	-20%
January	2	-60%
February	1	-80%
March	0	-100%
April	1	-80%
May	0	-100%



Results of Student Participants' Survey--7th Grade Peer Mediation--2004-2005, DHIS

20 Surveys

1. Did you feel the Peer Mediators were fair and respectful?

Definitely, Yes= 85% (17)

Acceptable= 15% (3)

Definitely, No= 0%

2. Did working through the problem with the other person help you solve it?

Definitely, Yes= 60% (12)

Acceptable= 40% (8)

Definitely, No= 0%

3. Would you use Peer Mediation again, if another problem arises?

Definitely, Yes= 40% (8)

Probably= 55% (11)

Definitely, No= 5% (1)

4. What were the benefits of using Peer Mediation?

- "well it feel what the other person was feeling"
- "if we had a problem it was solved"
- "it helps solve all problems"
- "we didn't have to yell or fight"
- "makes it so it wont happen again"
- "well they help kids realize that they are doing the wrong thing"
- "they even help solve your problem"
- "it stop him from causing me problems and made things nice"
- "me and the person had no more problems"
- "getting the problem solved"
- "it helps you work out the problem"
- "I got back together with my friends and we are really close and I am getting along good with them"
- "not going through the same problem again"
- "solved my problem, kids quit picking on me"
- "It kind of helps. And then you could just sort it out right there and then. And not be a hassle"
- "We could all talk about it and make sure that what we did was okay"
- "the person that picked on you steps off"
- "they don't bother you anymore"
- "he left me alone"

5. What were the drawbacks of using Peer Mediation?

- "missing class"
- "wasted class time"
- "I think they might be nervous when there talking, that's how it seems to me"
- "they were mad at me for taking them there. They did not want me to tell on them"

SURVEY OF 7TH GRADE PEER MEDIATION EFFECTIVENESS—May 2005

CIRCLE THE ANSWER

1. Did you feel the Peer Mediators were fair and respectful?
Definitely, Yes Acceptable Definitely, No
2. Did working through the problem with the other person help you solve it?
Definitely, Yes Acceptable Definitely, No
3. Would you use Peer Mediation again, if another problem arises?
Definitely, Yes Probably Definitely, No
4. What were the benefits of using Peer Mediation?
5. What were the drawbacks of using Peer Mediation?
6. What do you suggest we use for peer conflicts and/or bullying, instead of Peer Mediation?

Utah CGP – Guidance Activities Action Plan - Large Group Plan
2004-05
Lava Ridge Int. School
Washington County School District

Target Group: Entire School

Target Group selection is based upon the following data/information/school improvement goals: Survey done with parents and students show bullying and character is a problem among our school.

Intended Student Behavior: We would like the bullying to decrease through improvement of individual character behaviors among the students in our school.

CGP Student outcome: PS:A2

Activities Delivered: Each month we will have a character education theme. Students will do activities as a school that relate to those character ed themes. Student council will help with the activities. An anti-bullying presentation will also be delivered to each student through classroom instruction by the counseling department.

Resources/Staff Needed: Counselors, student council, character education posters, supplies for each individual activity (i.e. Candy for prizes, etc.)

Evaluation Methods: We will use the district's "Student Questionnaire on Bullying" for intermediate and middle Schools.

Start: Beginning of School

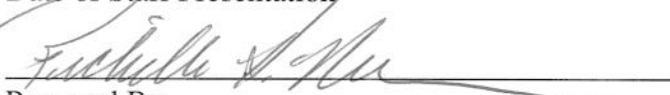
End: As students take the last Questionnaire on Bullying

Students impacted: 843


Principal's Signature

8-13-04
Date

Aug 13, 2004
Date of Staff Presentation


Prepared By

Utah CGP – Guidance Activities Results Report - Large Group Plan
2004-05

Lava Ridge Int. School
Washington County School District

Counselor: Richelle Nelson, Matt Edwards

Target Group: Entire School

Curriculum and Materials Used: Counselor written presentations on Bullying, and Student
Council generated activities on Character Ed. Themes

Start Date: Aug. 2004

End Date: April 2005

Number of affected students: 843

Perception Data:

See attached Data results

Results Data:

We saw a very large increase in the number of students who are able to calm down when they were angry. We also saw a large decrease in the number of students who others perceived as being mean or rude. The feeling of being "safe" on the bus increased a great deal, and so did the students who felt safe in school. There was also an increase in the amount of students who knew what a putdown was.

There was a large increase in the mean/rude things that students said in school. There was also a very large increase in the number of students who didn't like groups of people in the school


Implications:

We are pleased with our results. We believe the students have learned to behave more appropriately. We also believe that the increase in rude remarks may have come from the awareness we have created among students. We think the number of students who didn't like groups of students came from the fact that they are learning what good and nice is and are learning that they don't like people who are rude. We plan on continuing our character education program. We feel that the data shows that Character Education does improve the way students behave in an intermediate school setting.


Principal's Signature

6-1-05
Date

NA - School is already out
Date of Staff Presentation


Prepared By

Student Questionnaire on Bullying
Results for 2004-05

Question (All are answered with a yes or no)	Year Start		Year End	
	yes	no	yes	no
Do you know what a putdown is?	91	9	93	7
Do students say mean/rude things a lot in school?	68	32	77	23
Do you feel safe from bullying in school?	66	34	70	30
Do you feel safe from bullying on the bus?	68	32	75	25
Do you feel left out of groups of students during breaks or at lunch?	26	74	24	76
Do you have a lot of friends at school?	80	20	87	13
Are there groups of people you don't like in your school?	77	23	88	12
Do some people think you're mean/rude in school or on the bus?	27	73	23	77
Can you calm down when someone makes you very angry?	78	22	87	13

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-05
Lava Ridge Intermediate
Washington County School District

Target Group: Students who struggled in the 6th grade with grades, behavior, and CRT performance.

Target Group Selection was based on the belief that EVERY child can succeed in this school. There was a gap of students who did not qualify for resource, but were not successful in the regular classroom. This was the problem that created this plan.

Intended Student Behavior: Students would improve their grades and behavior in the regular classroom and in the school.

CGP Student outcome: All of AL:A


Guidance Activity: All these students will be enrolled in class called "GRASP." Grasp is an acronym for Gecko's Reaching Academic and Social Potential. These students will have an additional advocate through the teacher in this program. This teacher will work directly with the counselor and the Vice Principal and meet on each individual student to decide ways to best fulfill the needs. Individual counseling will also take place with each of these students. Parent contact will be made on a consistent basis for these students as well.

Resources needed: A "Grasp" teacher (to be paid for with at risk money), counselor, Vice Principal, classroom materials to teach educational and life skills

Evaluation Method: A comparison of grades from the 6th to the 7th grade.

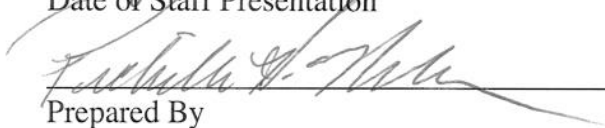
Start/End Dates: Start date: Beginning of School
End date: End of School

Projected # of Students impacted: 25


Principal's Signature

8-13-04
Date

Aug. 13, 2004
Date of Staff Presentation


Prepared By



ENTERED

Utah CGP-Closing the Gap Results Report (Small Group) 2004-05
Lava Ridge Intermediate
Washington County School District

Counselor: Richelle Nelson

Target Group: Students who struggled in the 6th grade with grades, behavior, and CRT performance.

Curriculum and Materials: Study skills curriculum, social interaction curriculum, grade tracking forms, Powerschool, etc.

Start/End Dates: Start date: Beginning of School
End date: End of School

Process Data: Number of students affected: 31

Perception/Results Data: See attached GPA comparisons

Implications: Since 15 of 23 students improved their GPA's from 6th to 7th grade when the average 6th to 7th grade GPA results in a decrease, we feel the Grasp program was extremely beneficial. The students benefited from having the extra advocate and having many people involved in the child's educational process. An additional benefit came from the relationship made with the child and the Grasp teacher. Those children learned to LOVE her, and she them. This gave the students an additional role model in their life as well as someone whom they trusted and believed in which has allowed them to become better prepared for the middle school where they will be next year. They have learned to be successful. This program has been so successful that we are planning to improve and continue the program next year as part of our three-year school improvement plan.




Principal's Signature



Date

NA - School is over for year

Date of Staff Presentation


Prepared By

Grasp GPA results 04-05

Student #	*gpa 6th	*gpa 7th
1	2.79492	3.33335
2	2.40231	3.09531
3	2.39086	3.01961
4	2.76195	2.91157
5	2.46429	2.8733
6	2.66676	2.75514
7	2.47141	2.59581
8	2.26438	2.42182
9	0.0669	2.21379
10	2.68955	2.20006
11	2.28575	2.08513
12	2.49428	2.07484
13	1.43211	2.02027
14	2.60931	1.96598
15	transferred	1.81887
16	1.00007	1.78991
17	1.60931	1.76398
18	transferred	1.76298
19	1.74724	1.742
20	1.34539	1.70596
21	transferred	1.52505
22	1.42868	1.33328
23	homeschool	0.11907

Utah CGP-Guidance Activities Actio. Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Pine View Middle School District Washington County School Dist.

Target Group:(whole school, entire class) Entire 9th Grade

Target Group selection is based upon the following data/information/school improvement goals: Based on school wide goal
to improve reading skills in students

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improved Reading Skills	DRSL Basic Academic Skills: Be capable of expressing and implementing oral, written, artistic, Mathematical, and technologies aptitudes effectively gather, develop, apply, and communicate ideas based on a core academic curriculum	A variety of reading strategies to be delivered by all teachers across the curriculum.	Reading strategies to be presented semi-monthly in teacher inservice meetings. Teachers reported each meeting on their experiences using the strategies from the previous meeting.	Verbal reports from teachers CRT results compared	August 2004 May 2005	470

Michael R. Stephens
Principal's Signature

6-8-05
Date

semi-monthly
Date of Staff Presentation

Marianne Benfer
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School _____ District _____

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Allen	All 9th graders	Variety	August May	494 ninth graders received reading strategies instruction in a variety of classes.	Pre test data CRT results from 8th grade Read Comp During 69% Read Comp After 62% Read Literacy 63% Post test data CRT results from 9th grade We have not yet received results	We have no results data	We have not yet received the CRT results. We are hoping that the students will show enough improvement in reading that all subject areas will improve.

Michael R. Stephen 6-8-05
Principal's Signature Date

semi-monthly
Date of Staff Presentation

Maurine Kauf
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Pine View Middle School District Washington County School Dist.

Target Group: Students who are significantly below grade level in reading.

Target Group selection is based on the following data/information/school improvement goal: Degrees of
Reading Power (DRP) test results.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students should become more successful in school with improved reading skills	DRSL Basic Academic Skills Be capable of expressing and implementing oral, written, artistic, mathematical, and technologies aptitudes to effectively gather, develop, apply, and communicate ideas based on a core academic curriculum	Develop a reading program focused on students who are below grade level in reading. Identify low level students and put them in the class with a reading specialist.	Reading Specialist Reading Materials	DRP pre and post test scores	August 2004 to May 2005	15-20

Michael R. Steyer 6-8-05
Principal's Signature Date

not presented
Date of Staff Presentation

Marianne Van Ha
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Pine View Middle School

District Washington County School Dist.

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
ALL	Lowest level readers in the 8th grade	Great Source Reading	8/31/04 to 4/20/05	16 students identified and placed in class (with parents permission)	DRT test data A score of 56 is considered on grade level Ave. Pre-test 38.5 Ave. Post-test 53.1 Ave. improve 13.9 100% of students improved at the end of the year, 38% of target group - on grade level	Students improved much more than expected. The data show us that pulling the students into a class specifically focused on reading is effective at this grade level. We plan to expand next year to both grades.	

Michael R. St. John
Principal's Signature

6-8-05
Date

not presented
Date of Staff Presentation

Marianne (Duffy)
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation